



## ESTILL HIGH

PO Box 757

Estill, SC 29918

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	343 Students	
<b>Principal</b>	Dr. Raedell Brown	803-625-5100
<b>Superintendent</b>	Dr. Deonia A. Simmons	803-625-5001
<b>Board Chair</b>	Benjamin Burison, Sr.	803-625-3464

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>At-Risk</b>	<b>Excellent*</b>
2010	At-Risk	Excellent
2009	At-Risk	At-Risk
2008	At-Risk	Good
2007	At-Risk	Good

\* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
1	2	7	7	10

\* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	36.9%	48.9%	52.4%	58.1%	60.3%	55.8%
Passed 1 subtest (%)	35.9%	26.1%	27.4%	20.4%	19.3%	23.1%
Passed no subtests (%)	27.2%	25.0%	20.2%	23.6%	22.7%	23.6%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	84.8%	76.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	104	124	134	100
Number of Graduates in Cohort	70	87	85	63
Rate	67.3%	70.2%	62.7%	58.8%

\*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	104	N/A	110
Number of Graduates in Cohort	N/A	72	N/A	70
Rate	N/A	69.2%	N/A	58.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	20.0%	52.2%
English 1	32.1%	45.9%
Biology 1/Applied Biology 2	54.5%	38.2%
Physical Science	10.7%	34.7%
US History and the Constitution	20.3%	22.9%
All Tests	21.4%	37.1%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=343)</b>				
Retention rate	2.4%	Down from 8.6%	3.8%	3.4%
Attendance rate	93.2%	Down from 94.7%	94.4%	95.0%
Served by gifted and talented program	7.9%	Down from 10.1%	3.4%	12.4%
With disabilities other than speech	19.4%	Up from 15.5%	12.9%	9.9%
Older than usual for grade	9.7%	Down from 16.0%	10.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Up from 0.5%	1.8%	0.9%
Enrolled in AP/IB programs	0.0%	Down from 9.4%	2.5%	13.0%
Successful on AP/IB exams	N/A	N/A	13.3%	51.7%
Eligible for LIFE Scholarship	16.1%	Down from 16.9%	24.1%	30.1%
Annual dropout rate	1.8%	Down from 2.3%	2.1%	2.5%
Career/technology students in co-curricular organizations	1.2%	Down from 11.9%	3.3%	2.9%
Enrollment in career/technology courses	238	Down from 295	154	419
Students participating in work-based experiences	5.3%	Up from 4.9%	0.0%	7.2%
Career/technology students attaining technical skills	83.2%	Down from 85.1%	83.1%	83.0%
Career/technology completers placed	100.0%	No Change	96.6%	98.4%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	59.3%	Up from 58.1%	60.0%	61.1%
Continuing contract teachers	59.3%	Up from 58.1%	66.0%	80.6%
Teachers returning from previous year	68.1%	Down from 69.7%	76.4%	86.5%
Teacher attendance rate	93.3%	Down from 95.0%	95.3%	95.5%
Average teacher salary*	\$45,220	Down 0.2%	\$43,525	\$46,884
Professional development days/teacher	12.3 days	Up from 7.5 days	9.9 days	10.0 days
<b>School</b>				
Principal's years at school	1.0	No Change	2.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 25.5 to 1	19.7 to 1	26.5 to 1
Prime instructional time	82.5%	Down from 86.8%	88.9%	89.3%
Dollars spent per pupil**	\$10,659	Down 14.3%	\$10,659	\$7,804
Percent of expenditures for teacher salaries**	54.3%	Up from 50.0%	56.2%	58.0%
Percent of expenditures for instruction**	57.6%	Up from 56.0%	59.1%	60.6%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 97.4%	98.3%	97.3%
Character development program	Average	Up from Below Average	Good	Good
Modern language program assessment	Good	Up from Average	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

## Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	99	84.8%	159	21.4%	104	67.3%	No
<b>Gender</b>							
Male	43	81.4%	77	22.1%	56	51.8%	N/A
Female	56	87.5%	81	21.0%	48	85.4%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	98	84.7%	144	19.4%	99	68.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	14	42.9%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	16	43.8%	22	4.5%	11	18.2%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	13	46.2%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	91	84.6%	144	20.8%	91	64.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

## Narrative from the Principal

Estill High School is in the midst of a paradigm shift which includes individualized instruction and mastery teaching. As a result, we are "Creating A Culture of Caring" because "It Is Our Time". We are proud to announce that the graduating class of 2011 received over 1.7 million dollars in scholarship money. We attribute this success to the efforts of SC Gear-Up, the high expectations and efforts of the administrators, faculty and staff members who inspired our students to develop their maximum potential by promoting achievement, cooperation and self-discipline, as well as newly implemented strategies for the 2010-2011 school year. These strategies included, but are not limited to Standards-Based Computerized Learning, Flexible Grouping & Cooperative Learning, Student Individualized Performance Plans (S.I.P.P.), Test Prep Thursdays, Implementation of Direct Instruction and Model Classrooms.

Our students are benefitting from the following initiatives: High Schools That Work's 10 Key Practices, Measure of Academic Progress (MAP) Testing, Dual Credit Courses at TCL-Beaufort, Academic Intervention Programs, Upward Bound and Talent Search through TCL-Beaufort, 4 x 4 Block Schedule, Student Recognition Ceremonies, Premier Athletic Programs, SC Gear-Up, Emerging Scholars Program, grade-level parent nights, service learning projects, credit recovery, HSAP/EOC enrichment sessions, an award-winning JROTC program. The successes that are happening at Estill High are evident. This evidence is celebrated as a result of the following: a senior who received the USDA scholarship equating to \$200,000; a student earned a perfect score on the Biology I EOC examination, 23 senior completers in the CATE department, which is our highest amount ever and we made significant gains in our overall passing rate for the EOCT during this academic school year.

In addition to our academic successes, Estill High enjoyed a competitive season athletically from all varsity sports. Our boys basketball team was crowned Region 5-A champions with a perfect 14-0 record. Estill High enjoyed a period of time being ranked the #1 team in the state. Our boys' basketball coach was also named Coach of the Year after leading the team to the 3rd round of the playoffs and a 22-3 record. We had two boys and one girl to receive All-State Honors in basketball which proves that at Estill High, we are concerned with helping our students become well-rounded citizens.

Finally, our faculty and staff realize that serving the students is a privilege as well as a tremendous responsibility and as a student-focused administrator, I believe in doing whatever it takes to ensure our students' success.

Dr. Raedell Brown, Principal

Mrs. Barbara Johnson, School Improvement Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	80	32
Percent satisfied with learning environment	53.6%	73.8%	53.1%
Percent satisfied with social and physical environment	67.9%	71.8%	59.4%
Percent satisfied with school-home relations	40.7%	87.5%	59.4%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	No
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This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.0%	4.4%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.9%	0.0%	No

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	84	100.0	23.4	45.5	19.5	11.7	39.0	38.5	68.0	No	Yes
Male	44	100.0	35.9	41.0	17.9	5.1	25.6	25.6	63.1	N/A	N/A
Female	40	100.0	10.5	50.0	21.1	18.4	52.6	51.3	73.1	N/A	N/A
White	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	79.4	I/S	I/S
African American	79	100.0	21.9	47.9	17.8	12.3	38.4	37.8	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	17	100.0	71.4	28.6	N/A	N/A	N/A	N/A	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	76	100.0	24.3	47.1	18.6	10.0	37.1	36.6	54.7	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	84	100.0	40.3	37.7	11.7	10.4	33.8	33.3	62.3	No	Yes
Male	44	100.0	51.3	33.3	5.1	10.3	28.2	28.2	61.4	N/A	N/A
Female	40	100.0	28.9	42.1	18.4	10.5	39.5	38.5	63.2	N/A	N/A
White	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	75.3	I/S	I/S
African American	79	100.0	41.1	37.0	12.3	9.6	32.9	32.4	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	17	100.0	78.6	21.4	N/A	N/A	N/A	N/A	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	76	100.0	42.9	35.7	11.4	10.0	32.9	32.4	48.5	No	Yes

**Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)**

All Students	84	85.7	91.7	6.9	N/A	1.4	1.4	N/A	N/A	N/A	N/A
Male	44	77.3	94.1	5.9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	40	95.0	89.5	7.9	N/A	2.6	2.6	N/A	N/A	N/A	N/A
White	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	79	86.1	92.6	5.9	N/A	1.5	1.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	17	76.5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	76	85.5	93.8	6.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	94	98.9	27.5	46.2	14.3	12.1	36.3	35.9	65.9
	2011	84	100.0	23.4	45.5	19.5	11.7	39.0	38.5	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	94	97.9	46.7	30.0	13.3	10.0	32.2	31.9	62.3
	2011	84	100.0	40.3	37.7	11.7	10.4	33.8	33.3	62.3

\* Adjusted to account for natural variation in performance.